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By-Word, U.G., Jr.

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This document presents the program roles and relationships of county extension professionals, extension program assistants, program aides, volunteer program aides, and volunteer helpers in the Arkansas Special Youth Project. For each of these capacities, specific duties are outlined showing how each relates to disadvantaged youth and to the program. The relationship between this program and 4-H programs in Arkansas is discussed. Guides for program planning and evaluation are developed. Related documents are RC 003 228 and RC 003 230. (JM)

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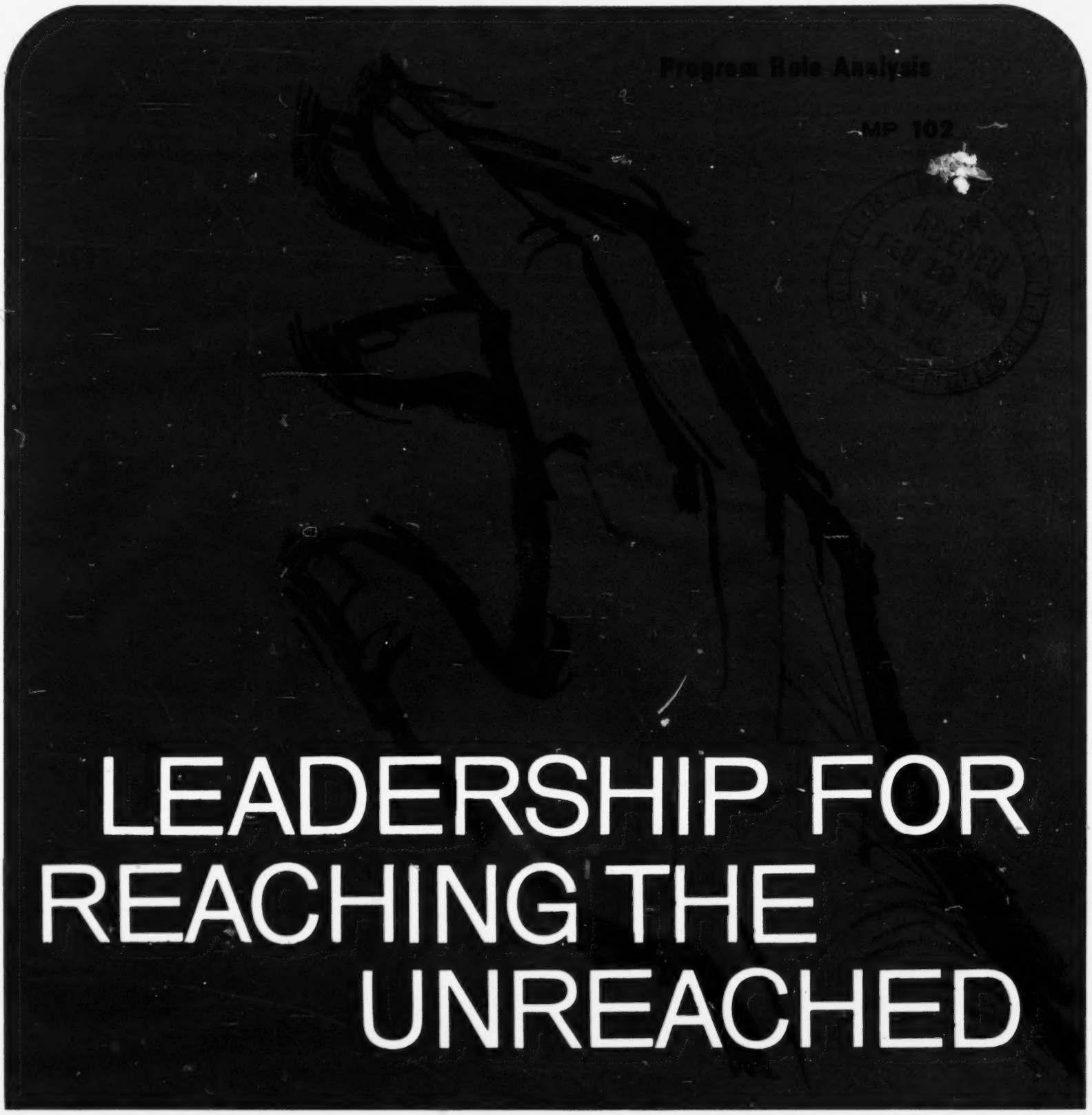


LEADERSHIP FOR REACHING THE UNREACHED

ARKANSAS SPECIAL YOUTH PROJECT

A study to reach more disadvantaged youth through an expanded 4H program

AGRICULTURAL EXTENSION SERVICE
University of Arkansas
Division of Agriculture
and U. S. Department of Agriculture,
Cooperating

RC 003229

"To reach the unreached, start where they are." This statement best describes the approach used in the Arkansas Special Youth Project Study. The study was designed to determine effective ways to reach disadvantaged youth with informal educational programs. Many failures in our attempts to help our fellowman have been the direct results of starting at the wrong level, place and way.

The success in reaching disadvantaged youth can be attributed primarily to the quality of leadership at the national, state, district, county and local community levels. Nearly as important were the provisions for resources for the leadership to carry out their responsibilities. The study has not answered all problems related to informal educational work with the disadvantaged youth, but it does provide a place to start—a benchmark to guide future work.

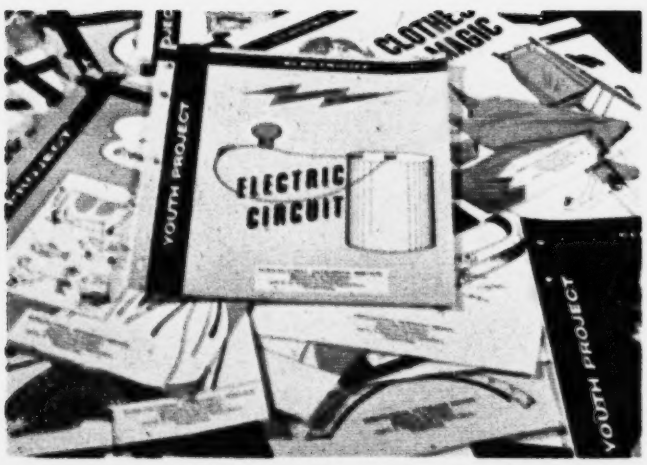
1. Accept, appreciate and understand the present situation.
2. Educate the public—even the local neighbor of the disadvantaged.
3. Have the counsel of all levels of leadership–community, county and state.
4. Enlist the help of all persons to help reach the disadvantaged. Older youth work effectively with the younger.

1

2

3

4



5. Provide appropriate literature and other resources for providing an effective learning environment.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LEADERSHIP FOR REACHING THE UNREACHED

AGRICULTURAL EXTENSION SERVICE
University of Arkansas Division of Agriculture

C. A. Vines, Director

June, 1968

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TABLE OF CONTENTS

	Page
Introduction	2
A Bit of Philosophy–"The Helping Concept"	2
A Re-Education Process	2
Questions for Sharper Program Focus	2
Why Youth Do Not Participate	3
County Extension Professionals	3
Role as an Initiator and Guide	3
Role as an Encourager	4
Role as an Enabler	4
Role in Direct Assistance	4
Cultural and Community Analysis	5
Survey and Observation	5
Information of Work in Other Communities	5
Suggestions on Methods and Procedures	5
An Information Center	5
Leader Training	5
Role in Maintaining Program Objectives	5
Role in Evaluation and Reporting	6
Summary	6
Problems for Professionals	6
Staff	6
Leadership	6
Project Content	6
Organizational	6
Transportation	6
Extension Program Assistants	6
Recruitment and Selection	7
Preliminary Planning for Work of Program Assistants	8
Job Description	8
Training for Extension Program Assistants	8
Evaluation	9
Advantages and Disadvantages–Extension Program Assistants	9
Extension Program Aides	10
Recruitment and Selection	10
Training of Program Aides	10
Duties of Program Aides	11
Advantages and Disadvantages–Extension Program Aides	11
Volunteer Program Aides	11
Program Planning Procedures	11
Volunteer Program Helpers	12
General Summary Statements	12
Appendix	13-25

FOREWORD

This publication is our way of sharing different types of leadership approaches developed and tested in the Arkansas Special Youth Project in a four-year study.

The Arkansas Special Youth Project study is a special effort to plan, execute, and evaluate an informal educational program for youth from disadvantaged families. The project has been a cooperative arrangement between the Arkansas and Federal Extension Services. We are grateful to many people, both at the Federal, State, and county level, for the assistance and support of the study.

"Leadership for Reaching the Unreached" has been prepared as a leadership guide, and should be helpful to professionals as a training tool. Since education is dynamic in character, we offer this report not as a final solution, but as a frame of reference which professionals may use in deliberating on leadership problems for reaching the unreached.

Kenneth S. Bates, Assistant Director
Arkansas Agricultural Extension Service
Chairman, National Advisory Committee
Special Youth Project

THIS PUBLICATION WAS PREPARED BY DR. U. G. WORD, JR., 4-H AGENT, SPECIAL YOUTH PROJECT, STUDY LEADER, AGRICULTURAL EXTENSION SERVICE, UNIVERSITY OF ARKANSAS, AND L. L. RUTLEDGE, 4-H PROGRAM LEADER, FEDERAL EXTENSION SERVICE, UNITED STATES DEPARTMENT OF AGRICULTURE.

Appreciation is extended to the Federal Extension Service Staff for their special interest and support of work with youth from low-income families and for making this study possible.

INTRODUCTION

The Arkansas Special Youth Project is a cooperative program effort of the Federal and Arkansas Extension Services. It is a contractual arrangement to study ways and means of reaching more youth from disadvantaged families. Essentially, it is a special effort to plan, execute, and evaluate a program specifically designed to meet the needs, interests, and concerns of this clientele of youth.

The basic purpose of this publication is to present the program roles and relationships of county Extension professionals, Extension program assistants, program aides, volunteer program aides, and volunteer helpers. The roles and relationships include some developed and tested in the Arkansas Special Youth Project.

Although this report discusses program roles for the county staff and relationships to workers serving under agent supervision, we do not intend to leave the impression that they are more important than the work performed by district supervisors, specialists, and administrative personnel. The degree of program effectiveness will correlate directly with the attitude of all Extension personnel toward work with this clientele of youth.

A Bit of Philosophy—"The Helping Concept"

The helping concept has been an undergirding principle of the Arkansas Special Youth Project. This bit of philosophy must be an integral part of each person giving leadership to programs for reaching the disadvantaged, beginning at the top administrative level down to the volunteer program helpers. The helping concept implies knowledge of the necessary behavioral changes needed for upward mobility, developing an intimate helping relationship with the disadvantaged, and the creation of an appropriate environment for behavioral changes to occur.

The Re-Education Process

Work with disadvantaged youth is essentially a re-education process—a process in which one is attempting to change knowledge, understanding, beliefs, attitudes, feelings, values, needs, and sentiments. Also, we must understand that these are not independent factors, but occur within a total behavioral change framework. In other words, to ask a youth to participate in a woodworking project group entails more than learning how to saw a board, drive a nail, etc., but also how to work with others, how to be a leader, a follower, as well as a host of other mental and social skills.

The Special Youth Project approach has been that of a helping relationship in an informal educational environment. The disadvantaged know and have a much greater appreciation for education than it might appear at times. They know much of what they want is likely to be obtained through a better education. However, they feel that educational opportunities, as they know it, abound and flourish in an environment in which they feel they cannot compete. Therefore, many assume that these families have "given up," but this assumption cannot be totally supported by the Arkansas experience.

Many agency programs have been directed at the poor by giving direct material assistance. The Arkansas project has been on the basis of saying to the disadvantaged, "Would you like to build a bird house? Would you like to make an apron? How would you like to wash and comb hair at the next meeting?"

In the Arkansas program, there is an understanding that the individual is free to participate or fail to participate at any time. This kind of understanding has appeal to the disadvantaged because they feel they have the freedom of accepting on a trial basis. At times, this can be a difficult decision for them since they have had little or no opportunity to make even small decisions or learn to accept responsibilities.

A public conscience dictates in many ways on how we think we help the poor by letting them accept food, housing, welfare payments, or even opportunities for education. The Arkansas project has been directed towards helping disadvantaged to help themselves. It is devoted to: helping the youth develop a sense of opportunities beyond their immediate environment, to aspire and avail themselves of the better things found in the larger society; helping the youth experience a degree of success as well as provide them an opportunity to respond to positive praise; helping the youth develop a positive self-image—to feel that others care, and that they count, and there is a respectable place for them in contemporary society.

Questions for Sharper Program Focus

Many groups and individuals have ignored the disadvantaged with a fairly clear conscience, by saying: "We have tried to help these people, but they are not interested"; "they don't respond"; "won't participate"; "they just don't have it"; etc. It is not often that we ask ourselves, "Did we provide an appropriate environment for these young people to become interested? Why are these youth not availing themselves of the opportunities pro-

vided by youth organizations? Could it be that the learning experiences provided were not designed for them? Was it based upon their past educational and life experiences? Are we starting where they are?

Why Youth Do Not Participate

There are many reasons why these youth do not participate in youth work. In some instances, the parents do not see the value of youth work. In some communities, there are no organized youth groups for the youth to participate in. Many youth do not participate because the present approaches do not fit into their needs, interests and concerns. This may stem from the lack of suitable projects or project resources, literature, or the dislike of the formal club organizational approach.

Generally speaking, low income youth do not participate because they do not feel comfortable in the environment in which present youth programs are conducted.

According to some, human behavior is fluid and is constantly seeking an equilibrium—physically, socially, and psychologically. Upward mobility occurs by providing an environment for bringing about optimum disequilibrium. When an individual is exposed to extreme temperatures, he is physically uncomfortable and seeks a more comfortable situation. Also, when youth are exposed to extreme social and psychological situations in which they feel uncomfortable, they will seek a more comfortable situation and, in many cases, this causes them to avoid many educational opportunities. Change agents, as teachers, must determine the proper balance so that the change process may proceed smoothly and completely.

In the Arkansas study, several low-income groups would not allow members of a particular family to participate in their group. Ordinarily, the social rejection relates to moral behavior which resulted in an unfavorable image of that family in the neighborhood. This presents a special challenge for the change agents to work with these youth as a family group, to bring about changes in behavior acceptable to the neighborhood group, as well as to change the attitude of the group toward the rejected youth.

To belong to any group, one's behavior must be acceptable to the group, or one may persuade the group to change their behavior. However, if both parties value the relationship very highly, then a compromise may be reached where both change.

To be effective in this type of work, the change agents need to believe and understand that an individual is born with certain potentials—that in our society they are entitled to develop these potentials to the greatest extent for their own benefit and for the benefit of the society in which they live. They must believe that changes in all individual behavior, to some degree, can occur in the proper environment.

Many people ask why some segments of our youth advance and others remain stagnant or even achieve downward mobility. Is there a process to which these divergent behaviors could be contributed? The processes of acquiring or learning abnormal or normal behavior are fundamentally alike. Although the behaviors are individually acquired, they are greatly influenced by the group with whom the individual associates.

The remainder of this publication is organized to give a more thorough verbal description of the concepts regarding the schematic arrangement of leadership for reaching disadvantaged youth presented on the following page. The order of presentation is: (a) county Extension professionals, (b) Extension program assistants, (c) Extension program aides, (d) volunteer program aides, and (e) volunteer helpers.

COUNTY EXTENSION PROFESSIONALS

In the previous section, some understanding and helping concepts, which have been built into the Arkansas project, were discussed. The purpose of this section is to discuss some of the roles which professionals should perform in giving program leadership to work with the disadvantaged. The specific roles are discussed in relationship to the "helping concept."

Perhaps the agent's most difficult task is with people in groups which might appear apathetic, disorganized, and seemingly lack interest. Here, one is faced with the difficult task of stimulating a sense of need, as well as hope for a more adequate life. However, if one plans to build permanent change in the lives of people, this stimulation should come through an informal guidance and counseling process.

Role as an Initiator and Guide

Perhaps today, the professional is more prone to work with people who come for help and who actually place demands for his time. In contrast, it will be necessary for the professional giving program leadership for the disadvantaged to not only take initiative in approaching the community, but they may take the initiative in several points in developing programs for disadvantaged communities.

The role of the professional guide, as a person who encourages local initiative, means that the helping relationship role is necessary.

According to the Arkansas experiences, there is no one best approach to the "hard to reach" communities. As one gains more knowledge and experience, the approaches taken should become more realistic and successful. An important consideration is to use methods appropriate to the particular people and community involved. It is certainly a challenge for the change agent to avoid telling the people what they should do. However, when the change agents performs their role in such a way that the local people begin to see hope and opportunities and act accordingly, then the agents have performed their role very well.

In the Arkansas Special Youth Project, the initial step has been to help the local people see that, with an effort on their part, a more complete life may be achieved. Being dissatisfied with a situation is important in bringing about change. The initiative takes the form of offering help, but help in terms of stimulating, a sense of need, of suggesting alternatives as to what is and what might be accomplished.

In considering the conditions, needs, and interests of young people to be involved in the Special Youth Project, community leaders have gained greater insights about their communities. It is quite conceivable, that by developing the community's ability to deal with problems regarding its young people, the community may be stimulated to undertake other changes which it feels is needed for a better way of life.

In some situations, agents may take the initiative as a stimulator. However, they should do so only with some knowledge of the culture of the people, with an awarenes of their potentialities, and with some conception of what the future might be if the present conditions could be improved. Agents should recognize that people, as a whole, will not develop, and that this vast resource of energy will not be used unless people are motivated to strive for and to achieve a better way of life. Therefore, agents seek to encourage awareness of the needs of youth, which may remain dormant unless these needs are brought to the attention of those concerned.

The agents should encourage positive hopes and stimulate adults to channel and focus their new desires into action. In all this, agents take the initiative by asking questions and probing. The agents seek to encourage consciousness of conditions, to encourage initiative, to begin a process, and to perform as active informal counselors in trying to explain possibilities, and may eventually introduce procedures which may be somewhat strange to the people involved.

Role as an Encourager

In most localities, it is not easy to move towards organization of Special Youth Project groups. Thus, an agent must be prepared to recognize the organization process as one which is often painfully slow. If agents are not to sell or to lead with unrealizable dreams of what might be achieved, but rather to help people feel and identify the problems of youth for themselves, agents must be prepared to move slowly and to move with the people. The adverb "slowly" is used only in respect to what agents' expectations are normally.

In addition, the agents should recognize that time taken to discover problems of youth are deeply felt and widely shared by the people, will provide initial motivation which will make it possible to work through many of the difficulties that lie ahead. The essential task is to initiate and facilitate the process regarding problems about which most of the people in the community feel keenly.

Role as an Enabler

People will resist change if they feel they are being forced to change. Agents should not push or urge action before people are ready to move. To organize and act oftentimes increases the tendency for withdrawal and lack of confidence on the part of the people.

The role of the enabler requires being sensitive to the situations and using sound judgment. How much encouragement can be given, how much anxiety can be relieved, and how much support can be provided will vary with different communities and different clientele groupings. It should always be clear that the ultimate responsibility for action must lie with the people.

As an enabler, the agent's role is consistently directed towards developing people through a planned program, and to help people realize their potentials and strengths in a cooperative effort. Primarily, it is oriented in the direction of helping people to help themselves in terms of common concerns, common problems, which result in satisfaction of working together as a group, and developing an educational activity for the benefit of all. Constantly, in practically every move in the Arkansas project, objectives were defined, revised, or redefined.

As an enabler, the agent seeks to facilitate the problem in listening, questioning, and identifying with, and in turn being the object of identification for Special Youth Project groups and their leaders, and by giving constant encouragement and support to local adults.

Role in Direct Assistance

The direct assitance role of agents in the Arkansas project was to provide information, program materials, data, and direct advice in a number

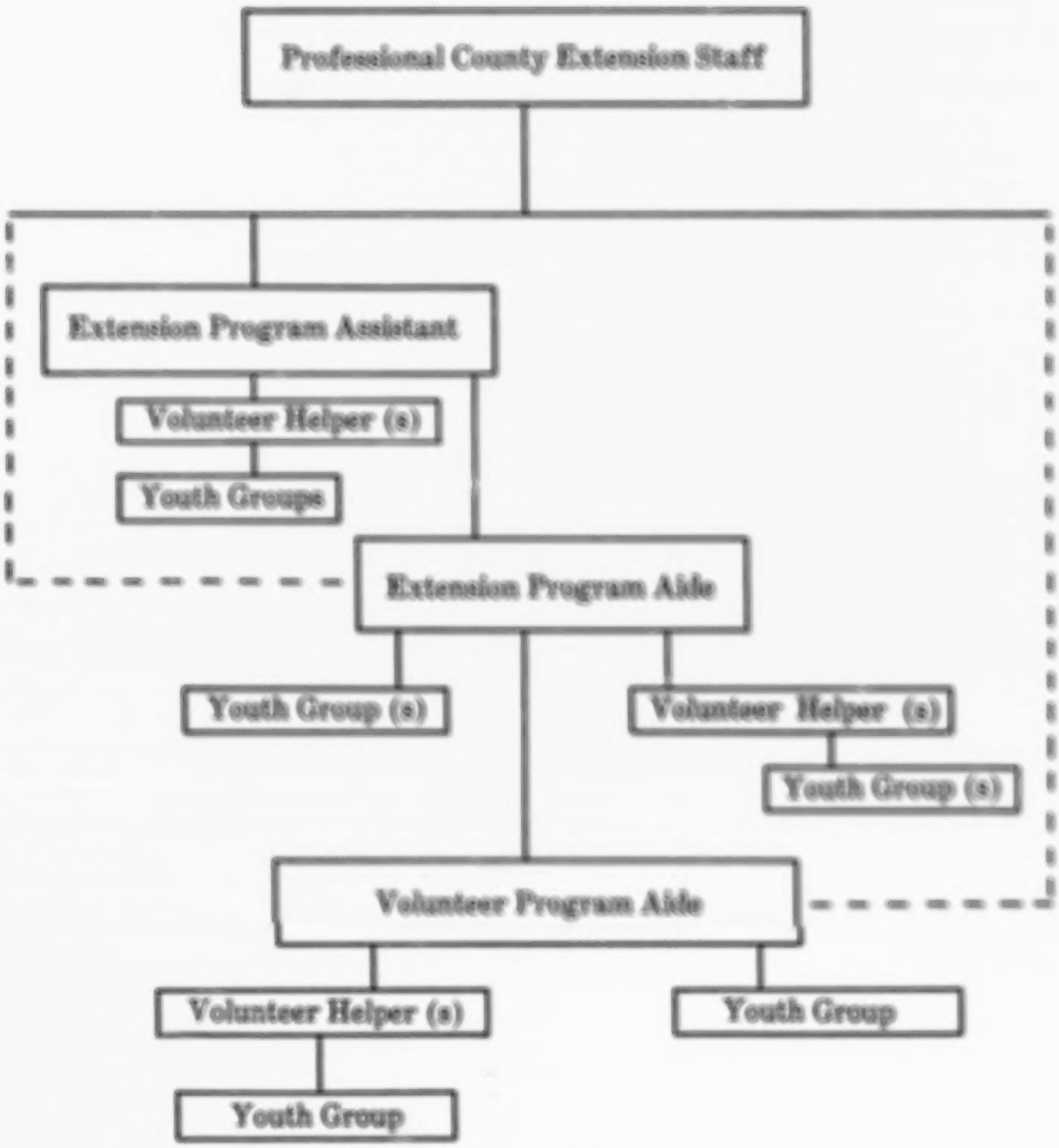
Professional County Extension Staff
Extension Program Assistant
Volunteer Helper (s)
Youth Groups
Extension Program Aide
Youth Group (s)
Volunteer Helper (s)
Youth Group (s)
Volunteer Program Aide
Volunteer Helper (s)
Youth Group
Youth Group

Fig. 1

of areas about which the agent has expert knowledge. This does not conflict with his role as an enabler or guide, which is primarily that of facilitating or processing nature.

In the direct assistance role, agents provide research data, technical assistance, leader training, resource material, and advice on methods and procedures as they were needed. Facts and resources are provided, but recommendations are not given directly as to what the group should do specifically. With disadvantaged families, the agents, as enablers, play a supporting role as an expert and may lend reassurance to them.

In some respects, the role of enabler or guide is more subtle, more demanding, and more important. But the role of direct assistance is useful, and without it people may stumble unnecessarily.

The kinds of functions performed through direct assistance may illustrate somewhat the distinction in roles:

Cultural and Community Analysis

An agent may serve as an expert on cultural and Community analysis. Most community leaders do not have a broad perspective of their own structure, weakness, or strength. The professional may be asked about, or may wish to point out certain characteristics of the people, neglect of attention which may seriously impede the work of the Special Youth Project and the people. Example: Arkansas has several distinct sub-cultures, and this fact must be considered in developing a program for a specific clientele group.

Survey and Observation

An agent may use survey methods, or carry on studies or observations relating to the general condition of certain localities. Frequently, a community will find some need for certain facts and trends regarding its young people. An example is in areas in which special youth work was carried out, the general public was unaware of the poverty in their locale.

Information on Work in Other Communities

Agents should be informed about studies, and experimental work in other communities and other parts of the country. An agent should be able to acquaint the leaders or families with projects developed elsewhere and with useful principles derived from these. While each locality must resolve its own problems, it can learn from others and avoid mistakes made by others. It is not only a responsibility but an evaluation for the agent's obligation at appropriate times to share information derived from other experiences and from knowledge in the field.

Suggestions on Methods

Agents have an expert knowledge of methods of organization and procedure. However, it is important to know the degree to which formal organization and procedure should be used. Local custom will govern practices at this point to a considerable degree, but agents can provide a good deal of useful advice, making certain all the major subgroups are represented in the initial stages of implementing work with low-income communities, taking time to identify the real leaders of informal groups in the community, and other activities of this kind. In attempting to work with disadvantaged youth, there has been a strong tendency to initiate the work with formal organized groups. The Arkansas experience had indicated that there is a wide variation in the acceptance of organizational procedures by disadvantaged young people.

An Information Center

The agent should also be well informed and able to provide resource material and program suggestions. That is, they should know where and how to get resource materials on any project and activities. This implies that an agent knows the resources of government, departments, private agencies, organizations, and ways of securing available help in specialized fields. The number and variety of such resources are considerable, and the help which can be provided on a project of almost any kind may save a good deal of time and effort of local leaders working on the special project. One should be able to bridge the gap between the resources available and the community's need for such resources. An agent should coordinate and encourage cooperation between the community organizations, local government, and private agencies.

Leader Training

Organization requires the involvement and participation of local people. Once it has been decided to initiate a program for the disadvantaged, the first and greatest need is for leadership training, so that from the start the motivating forces within the group can be maximized and leader training competencies can be utilized. To ignore leadership development is to court delay, even failure. As a professional worker, one can make his greatest contributions to the local disadvantaged groups by seeing to it that leadership is provided through leaders outside the community or through local leaders.

Normally, the Extension approach to leader training has been on the basis of setting up a formal curriculum and holding a series of leader meetings. In the Arkansas Project much more informal approaches were used. Leader training (formal) became less obvious. For example: leader training was considered an integral part of the selection of program assistants.

Maintaining Program Objectives

The professional worker must maintain his objectivity, must remind the group of long-term

goals, must be willing to raise questions of timing, relationships, and content. He must be constantly aware of the entire community, projects, and processes. He must see the point in the process where the groups, program assistants, and leaders now operate, and be able to raise those questions which help everyone gain perspective, sense of movement, and fresh concern with long-term objectives. These must take place without dampening enthusiasm, offending, or making the task seem unduly complicated. Agents should not carry the burden of responsibility for program organization and action, but provide encouragement and support for those who do. Thus, they become supervisors for program leadership and growth.

Evaluation and Reporting

An agent must be able not only to understand with objectivity the content of the program, but also the process of interaction and the effect of this on disadvantaged individuals and groups. They should be able to interpret these to the community and to leaders without damage, and in a way which will increase people's understanding and ability to operate as a group or as a community.

It is also the agent's responsibility and obligation to use the evaluation in reporting the results to his intermediate supervisors, business, civic, public officials, and others active in support of the work.

Summary

In all the aforementioned program roles the professional may function as an expert, providing useful information and resources to the group. However, it should be understood the professional at any one time will not likely perform all the roles. The specific roles which are discussed have been the ones emphasized in the Arkansas project. More important, the "helping relationship" discussed earlier has been the basic element in each of the roles.

Problems For Professionals

Problems for professionals to consider in programming for disadvantaged youth may stem from several factors. From the Arkansas experience, these problems relate to staffing, leadership, or programming.

Often, professionals do not have adequate training and guidance for dealing with assignments in giving assistance to youth of low-income families. Some of the causes of the problem are:

Staff Problems

a. Agents may lack rapport with low-income families and the youth in these families.
b. Building rapport with the families and the youth is time-consuming and takes frequent personal contacts to reach youth in impoverished communities.
c. Agents do not feel they can give as much time for personal contacts as would be needed to work with low-income families.
d. Agents have felt that they would have to give up some of the work they were presently carrying on to work effectively with low-income youth.

Leadership Problems

a. The regular 4-H leadership training program has been designed for the middle-income leaders.
b. Low-income people do not feel comfortable in the regular Extension kind of environment.

Project Content

a. Most of the project literature designed for regular 4-H members did not meet the needs, interest and educational level, and experiences of the youth in low-income families.
b. Low-income youth lacked resources and materials with which to carry through projects.

Organizational

a. Most of the youth in low-income families lack initiative and confidence and may not readily participate in organized 4-H activities.

Transportation Problems

a. Transportation to local meetings, as well as to places to meet in the areas, are major problems for youth from low-income families.

After much work and experience with the problems enumerated, a decision was made to test and gain leadership experience with a role which has been called "Extension Program Assistant in the Arkansas Project."

EXTENSION PROGRAM ASSISTANTS

The Extension Program Assistant, employed in the Arkansas project, is a person who works under the supervision of the county Extension agents to extend the Special 4-H Project work to disadvantaged youth and their families. As described here, the program assistant is a part-time employee, paid by the day, to do youth work in a specific geographical area of the county. They work from one to five days per week depending on how much time they can devote to this type of work. These jobs are related to organizing special informal project groups, developing leadership (volunteer leaders), and demonstrating the project work.

Program assistants are in an intermediate leadership position between the professional Ex-

tension employee and the local volunteer leadership, through which the Special Project work operates. Such a position extends the Extension program, extends the work of regular Extension employees, and extends the detailed program supervision necessary for work with the disadvantaged.

Nonprofessionals, as Extension program assistants are often called, have been used very successfully in carrying out detailed tasks in other areas of business, industry, and professions such as health aides, nurses aides, etc. There are a number of reasons why this source of manpower should be utilized to reach the disadvantaged. They are:

1. Shortage of professional personnel to work in this area.
2. The tasks needed to be performed may not be challenging to the professional worker.
3. Professionals may lack patience with regard to progress of youth.
4. The expense of employing sufficient number of professionals to provide face-to-face relationships necessary to involve these youth.
5. The availability of local people who have the attributes favorable for the work.
6. The availability of local people who are highly motivative and trainable to do the job.

Apart from specially designed Extension program assistant positions, new staffing patterns have been considered in the Arkansas project. The program was initiated and can become a recruiting device to attract college graduates not holding a degree in agriculture or home economics into informal educational work. Aspects of such a program may serve as a model for a new job category for Extension to broaden its total youth program. Fourteen program assistants have been employed in the Arkansas study. They were selected to participate on the basis of the following characteristics:

1. A warm, sincere, friendly personality.
2. A sympathetic personal interest in the disadvantaged.
3. Patience and ability to listen to the disadvantaged with intense interest and respect.
4. Ability to develop a smooth and easy-going intrarelationship.
5. Trust and confidence in the disadvantaged.
6. Ability to find and develop ways of letting the disadvantaged be somebody.

Generally, they are to have the personal qualities to make favorable impressions for Extension as an educational organization. Extension program assistants have been very effective in creating an awareness and interest among county government officials, agencies, civic and church leadership. They have made talks, shown slides, and held individual conferences with people in these groups.

The program assistants should participate in an intensive orientation program and begin organizing under the close guidance of the Extension agents. Subsequently, they begin to work with the Extension staff on where and how they are to work in low-income situations in their county. At the next stage, the program assistants are assigned to the locale in which they are to work. This process involves interviewing and relating to the low-income communities and families. This work is performed under supervision of the Extension agents who furnish educational materials and subject-matter training.

In practice, the Extension agents have found that time limitations restrict them to interviewing the program assistants, training them, and furnishing them with educational subject-matter materials. Extension agents have found that the program assistants take the initiative and use their own ingenuity on how to reach and work with low-income youth and their families. At the same time, agents seem to appreciate the evaluation of their own roles as being teachers of teachers.

Recruitment and Selection

Most program assistants had at least a high school education, and some have had advanced schooling or experience, such as school teaching. It is desirable to use some men to work with the boys—particularly older boys. However, there are many more women than men available for such positions. In a number of situations, the husband or older son has assisted the women with boys' project work.

The program assistants come generally from the area where there was concern for low-income families, and they worked under the direction of a professional county staff in the target area where there was a large number of low-income youth. The areas were made up of a large community or several communities. The Extension program assistants' primary responsibilities are to recruit, train, and assist the community, neighborhood, or local "aides" to work with the youth in Special Project groups or as individuals.

In general, most of the Extension program assistants are in or live near the low-income communities in which the programs they will serve are located. Most are well known in the area in which they work.

The "ideal" program assistants are in good physical health and exhibit mental and emotional stability. They reveal a sympathetic attitude toward the program and are already interested in furthering communication between the program parents. They display a sincere interest in children and have had some experience in working with them. They also display a capacity for intellectual growth and an ability to work in cooperation with and under the supervision of agents. Some counties

in the program have been very successful, however, in helping individuals overcome deficients in ideal personal qualifications to be good program assistants. Intensive group and personal counseling sessions have been an important part of the training program.

The age range (26 to 54 years) of participants may be extremely broad. For many project programs, program assistants have been of most any adult age; however, sometimes the age of the assistant has been restricted by the type of project program offered.

Again, there is no recipe to guide the selection of program assistants in respect to their educational level. The fourteen program assistants used in the program displayed a variety of school background. The ability to work sympathetically and successfully with children and parents—an important qualification for participants—is one that is not necessarily indicated by the program assistant's school background.

Program assistants selected were usually unemployed or underemployed members of communities. The work they undertook has been designed to provide them with both the skill and the knowledge to work effectively.

Preliminary Planning for Work of Program Assistants

In order to plan a training program, the first step was to decide for what specific functions the Extension program assistants were to be trained and with whom they were to work. Therefore, the first steps in planning were: (1) to ascertain what the needs were to be met by the training program; (2) to determine how to employ the trainees; and (3) to establish how the assistants were to advance progressively in their work. The answers to these questions determined what kinds of programs were to be employed. This involvement of county Extension staff in the planning helped to relieve fears that professional standards were to be lowered and that inappropriate persons were to be selected for employment. Fears and doubts were openly expressed and specific recommendations were made. The acceptance of program assistants by Extension agents has been highly significant. Enlisting the support of the community leaders by the Extension agents helped to gain support and acceptance of the "program assistant idea" in the community.

Joint preliminary planning with Extension agents by State Extension staff members included developing a program for the Special Project work as well as the work of program assistants. This helped Extension agents understand the possible values of program assistants and thus support their continued employment. This is crucial in disadvantaged areas, since without thoughtful interpretation, agents may perceive the introduction of program assistants with a big question mark.

Job Descriptions

The job designs and the guidelines that follow should not be implemented slavishly. The greatest hazard of inhibiting innovations in the field is the substitution of new rigidities for old ones. One of the problems in presenting such job analysis was to show the potential and possibilities rather than provide a definite description. Experimentation and innovation were used as the basic guideline. The job descriptions were used as directional guidelines. (See Appendix)

Training for Extension Program Assistants

Broad education objectives or purposes should be established around which the program is developed. Such objectives are stated to help program assistants and their leaders:

1. Understand the attitudes, knowledge, and skills of disadvantaged low-income youth.
2. Learn the interests of youth in low-income families.
3. Create a desire within low-income youth to want to become a part of the "on-going society."
4. Attain a competency in the use of subject-matter prepared to bring about behavorial changes in the low-income youth.

The training program for program assistants was considerably different than what is customary for professional people. Continuous on-the-job type of training is necessary. The principles of having program assistants do rather than train was also crucial. This was why immediate work experience was such an important feature for the non-professionals.

Continuous informal training opportunities were of vital importance for preparing Extension program assistants for successful employment.

In the Arkansas project, practical training in realistic work experience and what was considered more formal instruction, was combined in many different ways. Often, practical experience preceded theoretical instruction, but it was possible and usually desirable to weave practice and a portion of program training together.

1. Some major parts of the program assistants' work which were gradually developed as an ongoing program of training are:
   a. Knowledge of the problem area. There should be specific detailed discussion on the location and boundarying of the low-income areas in which assistants work.

b. Concepts about Extension and disadvantaged youth and the theory of their work was taught successfully to nonprofessional persons provided their relationship to experience and practice was constantly pointed out in detail.
c. Knowledge of low-income culture and the organizational views regarding it were important as a part of the training.
d. The nonprofessional experiences were utilized in planning and carrying out projects for the low-income youth.
e. The positive aspects, the strengths of low-income culture were considered at length. For example, the cooperativeness and mutual aid that mark the extended family, the informality and humor, the children's enjoyment of each other's company were considered.

2. Knowledge of techniques and approaches used in the Special Project was explained to the program assistants from week to week.
a. The resources and support of other agencies like welfare, employment services, Chamber of Commerce, were explained to the program assistants in the beginning. Ministers and teachers made contributions.
b. The techniques and approaches involved in making home visits to low-income families were necessary.
c. It was necessary for the program assistants to learn ways enlisting the support of local groups and agencies.
d. Reporting Methods—Record Keeping—The significance of records and methods of taking notes and keeping records was explained after assistants had some field experience.
e. Meetings—How to plan and conduct informal meetings was given. Ways of getting participation from youth in low-income groups seem to come naturally with most of the program assistants.

3. Organizational Methods and Procedures
a. How to organize groups with parents and youth in exhibit nights and at other times was explained. The use of Extension program aides and volunteer helpers was pointed out.
b. Preparation and use of materials for project training were the main subject-matter instructions provided in the formal training session.
c. Suggestions were made about leadership methods to use in working with Extension program aides, volunteer helpers and volunteer community aides.
d. The program assistants were given suggestions on commonly used resources on possible group activities, such as educational trips and other outings. Individual instruction through personal visits provided the most efficient and effective training.

Evaluation

Evaluation is necessary to increase the effectiveness of the program. There is a definite need for continuous evaluation in order to give better continuing integrated training at various steps in the experience of the program assistants.

Evaluation of the program assistants' work does not have to be carried out in an academic, formal manner, but should be purposeful and systematic. However, informal evaluation, such as observation, simple one-page questionnaires, and tape recorded interviews are important when dealing in low- income work.

Continuous observations were made of the program assistants and local leaders in action; the results of finished subject-matter projects in light of the youths' and parents' attitudes, needs, interest, and knowledge were observed; the number of youth enrolled, the types and kinds of subject materials used, including methods and motivations, were evaluated informally from time to time. Such evaluation measures where assistants succeeded and why or where they failed and why were most important.

Advantages and Disadvantages—Extension Program Assistants

Experience gained through the Special Youth Study leaves little doubt that use of nonprofessionals is an effective and economical way to reach youth from disadvantaged families. The following are some of the advantages and disadvantages discovered in the Arkansas project.

Advantages of using program assistants are:

1. It reduces the total number of people the professional agents are required to train and service.
2. It provides the youth, as well as the parents, a face-to-face relationship with a person with greater knowledge, understanding, and skills.
3. The local people may have less bias and prejudice for persons not so closely identified with their neighborhood.
4. It requires less time for professional agents to train and work with Extension program assistants than Extension program aides, volunteer program aides, leaders, etc.
5. 4-H leaders may view the work of an Extension program assistant as that of a professional and not as a paid leader.
6. They have ability to think for themselves, are observant and sensitive to situations, and can readily recognize and provide solutions to a problem.

7. They are capable of helping the agents educate the public on the needs of disadvantaged youth.
8. Generally they will secure a large part of project resource materials locally and without cost to the professional organization.

The disadvantages are:

1. This type person is usually limited to the amount of time they can devote to the work.
2. It takes more time for them to gain rapport with the parents or youth and get the work established in the neighborhood than the Extension program aide.
3. This type of person may not always be readily available in a particular area.
4. They may be reluctant to assume the responsibility of working over a large area of several communities.
5. They may not have transportation to work in more than one community.

EXTENSION PROGRAM AIDES

Generally, unlike the Extension program assistant, the program aide is a local person people in the neighborhood will respond to and respect. Most program aides live in the neighborhood in which they work. Usually, they are people who have a rather wide range of skills compared to others in the neighborhood. However, some have been selected to work with boys and girls because of their specific skill, i.e., woodworking, handicraft, art, etc.

The Extension program aide position, as employed in the Arkansas Special Youth Project, is an individual who may work directly under the supervision of a county Extension agent or program aides may be under the leadership and direction of Extension program assistants. In such cases both Extension program assistants and program aides are under the immediate supervision of agents to extend the Special Project work to disadvantaged youth.

The program aide is paid according to a contract agreement (see Appendix) to give leadership for a "program of work" with disadvantaged youth. In contrast the program assistant described previously is paid by the day. Their tasks are similar to that of a 4-H volunteer leader. The program aide usually works with one group of eight to twelve young people in their neighborhood.

The "program of work" is a series of at least eight work sessions of about 1½ hours in length, and usually meet every week. Pay for the program aide has ranged from $35 to $50 per program of work.

Recruitment and Selection

The county Extension staff member, appointed to give leadership to the Special Youth Project work, consults with other Extension staff members, school teachers and officials, ministers, and Sunday school teachers regarding prospective program aides. The staff member is responsible for making the final selection, once he has had an opportunity to appraise all prospective aides. One should look for the most qualified person to carry out the tasks necessary for a good informal, educational experience for the young people. The quality and skill of the individual aide will vary from neighborhood to neighborhood.

Some older youth have been selected and have successfully worked with younger groups. Data on 81 program aides revealed the following:

1. That 39 per cent were male, and 61 per cent were female.
2. That 81 per cent were married, and 19 per cent were unmarried.
   The unmarried included three widowers.
3. That 72 per cent had a farm background, as compared to 28 per cent who did not.
4. That 33 per cent at some time had been a 4-H member, but 67 per cent had not.
5. The average age for all program aides was 43 years. Age ranged from a low of 16 years to a high of 72 years.
6. The 81 program aides had an average of an 11th grade education. Educational backgrounds range from a low of a third grade education to a high of a Master's degree.
7. That 79 per cent of the aides were or had been Sunday school teachers. Seven were superintendents or supervisors of Bible school programs of their local church.

Training of Program Aides

Most program aide training has been on an individual basis. Attempts were made to conduct county training meetings with all program aides assembling at one central point. These were not very well attended, and a considerable amount of individual follow-up training had to be carried out.

Once the program aides have had experience in working with their groups and have gained initial experience and confidence, area training meetings proved to be satisfactory. A great deal of their training has been provided through personal and informal visits—some due to the fact the aides were in an isolated area or did not have transportation.

Duties of the Program Aides

Duties of the program aides are similar to those of an Extension program assistant, except they are only concerned with one community or neighborhood group. They are responsible for:

1. Recruiting volunteer leaders (helpers) and young people from within the neighborhood.
2. Locating a meeting place and deciding on a time for the meetings.
3. Helping young people obtain project resource material.
4. Helping youth decide on projects suited for them and provide project resources to help them carry out project work.
5. Conduct group meetings to work with youth on their project work.
6. Working towards securing interest and support of parents for work.
7. Providing recognition by exhibiting project work at a community or neighborhood recognition night.
8. Providing the county Extension office with the necessary data, records, etc., as requested.

The program aide may have the assistance of one or more volunteer program helpers selected from among the parents of the group. See section on details regarding the role of program helpers.

Advantages and Disadvantages– Extension Program Aides

Some of the advantages of using local program aides are:

1. Usually, they have already established adequate rapport.
2. Local parents and youth may have more confidence in their neighbor.
3. They are neighbors and may provide immediate help when needed outside their regular meeting period.
4. They may have greater knowledge of the youth, their backgrounds, and family history.
5. They do not necessarily need transportation.

Major disadvantages are:

1. Adults in the neighborhood may be jealous of the program aide, therefore will not let their children participate.
2. Adults may not accept the fact that their neighbor is considered to have more knowledge, skills, and qualifications than themselves.
3. In some neighborhoods, the adults available do not have much to offer the young people. They do not have the mental and physical skills necessary to provide youth with a satisfactory educational experience.
4. They may not have the zeal that an outsider might have and may not realize certain changes are possible.

VOLUNTEER PROGRAM AIDES

There are many variables to consider in studying ways and means of working with disadvantaged youth. Some major ones are: leadership, projects, organization, literature, project resources, awards, and incentives. A number of leadership levels have been employed in this study.

Over the years, 4-H has operated successfully through volunteer leaders. Many professionals have expressed an opinion that the only way to reach disadvantaged youth is through paid (leaders) aides. The Arkansas study indicates that it may be necessary to employ several categories of leadership both paid and volunteer to effectively reach all the youth that need to be reached, including the disadvantaged. The leadership approach used will depend on the youth, their needs, socio-economic and educational background, etc. and the resources available to support the work. The purpose of this section is to discuss how volunteer program aides (leaders) have been effectively used to reach disadvantaged youth in the Arkansas Delta region.

This was a special effort to determine if it is possible to recruit and train volunteer adults as leaders to carry out special project work if literature, project resources, and training are provided.

A very important factor in this experience was that all parties, particularly the district agents and county Extension agents, were keenly interested in this approach for reaching disadvantaged youth. Preliminary planning with the agents took place in a two-day conference with one of the State 4-H Agents, district agents, and local county staff. During the conference, three areas of the county were selected where little or no 4-H work was being carried out.

Program Planning Procedures

In this situation it was determined that the most practical way to contact the youth was through the schools. All school principals were contacted personally and given a brief explanation of the purpose of the project.

Arrangements were made by the agents to meet with boys and girls in each school. An explanation was given as to the purpose of the project groups, so a number of project items were exhibited. All interested youth were grouped according to the community or neighborhood. Since each group

would need a leader, the agents requested that each suggest one or more adults who they thought would serve as their leader.

All the adults recommended as leaders by the youth were contacted personally by the assistant agents. There were 49 adults contacted, and 42 consented to serve as leaders.

An area training meeting was held for all leaders, and most leaders attended. Those who did not attend were trained individually. The leaders were furnished all the necessary tools and materials to carry out the work. The boys and girls were asked to furnish their own if possible; however, materials were furnished to those who could not.

The local assistant agents visited each group in one or more work sessions to encourage and help the leader with any special problems.

In three geographical areas of the county, 225 boys and girls were enrolled. After each group finished their program of work, three area exhibit nights were held. Each youth was asked to exhibit the things they made, and 151 responded by exhibiting 180 items. Among those items were: sewing boxes, aprons, head scarfs, garment bags, flower boxes, shoe shine boxes, shoe racks, and handicraft items.

Total cost of project materials amounted to about thirty cents per member.

Seven major factors contributed to the success of using volunteer program aides. They were:

1. Plans were developed in detail at the county level.
2. Roles and duties of each staff member was a part of the planning process.
3. The aides were informed as to their specific role during recruitment.
4. The aides were trained to carry out their specific duties.
5. The aides wanted to make some contribution in helping boys and girls in the community.
6. The boys and girls were available to work with during this time of the year.
7. The program was planned for only three months' duration.

VOLUNTEER PROGRAM HELPERS

Volunteer aides (helpers) in the Special Youth Project study are local persons, usually parents who agree to help the Extension program assistant or program aide. They are recruited and selected by the Extension program assistant and program aide. Initially, their involvement consists of very simple tasks such as a place to meet, recruiting youth, passing out literature, etc.

Progressively, as the volunteer aides gain more experience and confidence, they are asked to take more responsibility. The growth of the volunteer aides will vary according to the ability and willingness of the individual to assume it. Some aides have progressed to the degree they have assumed the responsibility for entire meetings when program assistants or program aides could not attend, due to illness or some other reasons. They have proven very helpful in recruiting youth, securing meeting places, helping with equipment and in helping the program assistant or aide in teaching the youth.

One example of growth is a mother who had practically no contact with the larger society, and who had never worked outside her one-room house. After two years of working with her own children and those of two other families, she was selected to work with the Head Start Program.

Some groups have more than one helper. A major reason adults volunteer to help is that they consider it a challenge and often learn as much as the youth. In addition to helping the youth, they usually participate in making whatever the youth make. In many instances, the volunteer helpers have taught other adults in their neighborhood.

GENERAL SUMMARY STATEMENTS

1. Continuously, from the beginning, an educational program for the disadvantaged should be examined for the basic program element—"a helping relationship."
2. Clarification of jobs—roles and their relationships—needs to be developed and analyzed as an essential element of a program for disadvantaged youth.
3. The program process for educational experiences are set in such a way that motivates young people from "where they are" to upward mobility.
4. The educational experiences are structured in an appropriate environment in which essential behavorial changes will occur in disadvantaged youth and their families.
5. The re-education process developed in the Arkansas project is designed to create intrinsic motivation—building from within—helping the disadvantaged help themselves.

APPENDIX I

AGRICULTURAL EXTENSION SERVICE
University of Arkansas Division of Agriculture
and
United States Department of Agriculture, Cooperating

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JOB DESCRIPTION

Job Title: Extension Program Assistant

Location: _____ County, Arkansas

Effective Date: _____

I. Relationship of Extension Program Assistant for Youth Work to Professional Extension Workers. The Extension Program Assistant;

A. Is administratively responsible to a County Extension Agent, Chairman.

B. Works under the direction of a County Extension Staff member.

C. Receives program guidance from a County Extension Staff member.

D. Is not bound by the regular Extension policies and procedures.

E. May or may not maintain an office.

II. Function of an Extension Program Assistant.

A. Works under the general supervision of a County Extension Agent.

1. Helps agents gain support of civic groups and other public agencies.

2. Helps agents select potential target areas of disadvantaged families to initiate work.

3. Helps agents make an analysis of potential target areas.

a. Obtains information pertinent to programming for youth in areas.

(1) number and age of youth in area.

(2) attitudes, values, knowledge, and skills held by people.

(3) participation of adults and youth in other groups and/or organizations.

(4) educational level of parents, etc.

4. Based on an analysis of the potential target areas, helps agents determine the approach to use in initiating work with youth.

5. With agents' help, plans, executes, and evaluates a program of work for areas involved.

6. Recruits and trains volunteer adult helpers (leaders) to work with youth.

7. Makes available literature, demonstration materials, and other resources to the groups.

8. Gives appropriate recognition for youth and volunteer helpers.

III. Working Conditions for Program Assistants.

A. Work hours are flexible, to be adjudged according to need for effecting program according to an agreement.

B. Extension Program Assistant keeps county Extension staff member(s) appraised of all aspects of the program.

C. Helps agents keep a historical record (descriptive, statistical, and pictorial) of the work.

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APPENDIX II

JOB SPECIFICATION

Extension Program Assistant

I. Job Title: Extension Program Assistant

II. Working Hours: Irregular -- Hours convenient for the Extension Program Assistant and Clientele

III. Job Location: (description)

IV. Wage: Daily Scale $_____

V. Job Summary:

Works under the direction of the County Agent, Chairman in a specified geographical area of the county to plan, execute on informal educational program for disadvantaged youth. These youth are primarily those not presently being reached by Extension or other youth organizations.

Analyzes community situations, needs, interests, attitudes and other background information pertinent to developing a program for reaching this clientele of youth. County staff members will furnish assistance when and where it is needed.

VI. Training:

Informal training will be given Extension Program Assistants in the areas of characteristics of low-income families, planning procedures, making surveys, and basic principles in the behavioral sciences. Also group conferences and workshops will be conducted periodically.

VII. Incentive:

An opportunity to be of service to others and to work in a specialized area, to gain experience in an area of national concern, an opportunity to use educational training on a part-time basis. Increase in wage to be based on appraisal of program progress. Other types of recognition to be given as deemed appropriate.

VIII. Experience Helpful:

A. Previous work with people in 4-H and/or other youth organizations.

B. Previous work with community clubs and other organizations.

C. Previous experience in school teaching and/or other educational activities.

D. Previous work with people in other capacities such as civic clubs and church groups.

QUALIFICATIONS

I. Age: 21 to 55 years of age

II. Vision: Good

III. Hearing: Good

IV. Voice: Clear and audible

V. Physical: Fairly strong and energetic

VI. Education: Preferably a high school education or some college training with course work in social science.

VII. Intelligence: Average or above

VIII. Special Qualifications: Possess drivers' license and some type of transportation

IX. Handwriting: Legible

X. Personality: Pleasant and friendly

XI. Conversational Ability: Average in conversation as well as an understanding and sympathetic listener.

XII. Adaptability: Flexible and adaptable to working with people of different sub-cultural, social, educational and economic backgrounds.

XIII. Appearance: Neat, clean and dresses acceptable for the occasion.

XIV. Manner: Must be adaptable to meeting and dealing with low-income people; must be friendly, sincere and considerate; must have initiative, must be innovative, aggressive, and have empathy for low-income clientele.

APPENDIX III

AGRICULTURAL EXTENSION SERVICE
University of Arkansas Division of Agriculture
and
United States Department of Agriculture, Cooperating

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MEMORANDUM OF AGREEMENT

EXTENSION PROGRAM ASSISTANT - SPECIAL YOUTH PROJECT

The purpose of the Special Youth Project is to involve youth (9-19 years old) who are not presently being reached by Extension Service or other youth organizations or groups.

The Extension program assistant is to work with volunteer adult program aides (leaders) in forming groups (8-12 per group) to carry out "programs of youth work." The "program of work" consists of a series of 8-10 sessions (meetings) usually for 1½ hours each week. The Extension program assistant is to work in a predescribed geographical area as designated by the county Extension agents.

The Extension Program Assistant Agrees:

1. To work under the direction of the county Extension agents in carrying out youth work in designated area.

2. To locate and recruit volunteer program aides to work with youth in their neighborhood.

3. To train and help volunteer program aides to carry out a program of work with youth in their neighborhood or community.

4. To arrange for one or more groups to have a display or project tour at the conclusion of their program of work for Extension agents to observe and evaluate.

5. To make certain reports on work done as requested by agents.

6. That they will be doing this as a community service as an individual living in the geographical area, and not as an appointee or employee of the Agricultural Extension Service.

The Extension Service Agrees:

1. To pay the Extension program assistant a contracted sum of $_____ per day or a maximum of $_____ per week. Payment will be by check to the program assistant every two weeks or as agreed upon.

2. To continue support of this type work unless the agents determine it is not effectively reaching the youth in the area.

X5358-12-66

3. To provide information materials such as leaflets and workbooks for each youth and for the local aides.

4. To provide certain materials for use by the program assistants in giving demonstrations and in making samples, models, or examples of the projects to be done.

5. To train and assist the program assistants in methods and procedures which will enhance the effectiveness of their work.

Approved by: _____ _____

County Extension Agent | Extension Program Assistant

_____ _____

County | Date

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APPENDIX IV

AGRICULTURAL EXTENSION SERVICE
University of Arkansas Division of Agriculture
and
United States Department of Agriculture, Cooperating

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CERTIFICATION OF PAYMENT

EXTENSION PROGRAM ASSISTANT
Special Youth Project

This is to certify that _____,
Name of Extension Program Assistant

Extension Program Assistant, Special Youth Project, has completed _____ days* of work during the pay period agreed upon and is entitled to be paid $_____ per day for a total amount of $_____ in accordance with the Memorandum of Agreement. Date from _____ to _____, 19_____.
Amount Amount

_____
Date

_____
County Extension Agent

_____
Extension Program Assistant

_____
County

* A work day consists of eight hours per day, not to exceed 40 hours each week.

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APPENDIX V

AGRICULTURAL EXTENSION SERVICE
University of Arkansas Division of Agriculture
and
United States Department of Agriculture, Cooperating

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PROGRAM AIDE INFORMATION FORM

for
ARKANSAS SPECIAL YOUTH PROJECT

NAME (Mr., Miss, Mrs.) _____
(first) (middle) (last)

PRESENT ADDRESS _____
(box number, route, etc.) (town)

COMMUNITY OR LOCATION OF GROUP _____

AGE _____ HIGHEST GRADE COMPLETED IN SCHOOL _____

ADDITIONAL TRAINING RECEIVED _____

_____

INDICATE SEX, MARITAL STATUS, THUS __X__

Male ___ Female ___ Single ___ Married ___ Divorced ___ Widowed ___

WERE YOU REARED ON A FARM? Yes ___ No ___

PRESENT OCCUPATION (housewife, farmer, etc.) _____

CHURCH AFFILIATION _____

HAVE YOU BEEN A 4-H CLUB MEMBER? Yes ___ No ___ WHERE? _____
(county)

NUMBER OF YEARS A MEMBER _____

TO WHAT OTHER ORGANIZATIONS DO YOU BELONG? _____

_____

_____

WHAT EXPERIENCE HAVE YOU HAD IN WORKING WITH YOUTH (4-H, Scouts, Sunday School, School, etc.)? _____

_____

_____

_____

(over)

X658-2-65

GIVE ANY FURTHER INFORMATION REGARDING YOUR TRAINING AND EXPERIENCE WHICH YOU FEEL WOULD BE HELPFUL IN CARRYING OUT YOUR RESPONSIBILITY AS A PROGRAM AIDE.

_____

_____

_____

_____

PLEASE CHECK THE FOLLOWING PROJECT CONTENT AREAS YOU ARE MOST INTERESTED IN AND FEEL THAT YOU CAN BEST HELP YOUNG PEOPLE WITH:

Automotive	___	Gardening	___	Lawn Care	___
Clothing	___	Handicrafts	___	Mechanics	___
Electric	___	Home Improvement	___	Poultry	___
Foods	___	Home Management	___	Rabbits	___

Others _____

GIVE AS REFERENCES THE NAMES AND ADDRESSES OF TWO PERSONS:

1. _____

2. _____

_____
Signature of Applicant

APPROVED:

_____	_____	_____
County Agent	County	Date

(This form may be used for sub-professional, community, club, and project program aides)

X659-2-65

MEMORANDUM OF AGREEMENT

PROGRAM AIDE - SPECIAL YOUTH PROJECT

The purpose of the Special Youth Project is to involve youth who are not presently being reached by Extension Service or other youth organizations or groups.

The program aide is to work with young people (usually 10 or 12), ages 9 to 19, in a "program of youth work" as worked out with the County Extension Agents. The "program of work" should be completed in about 2 to 3 months.

In the "program of work" the aide is to direct and assist the youth in selecting and carrying out projects and related activities in such areas as clothing, foods, woodwork, crafts, yard improvements, and gardening. The work with the youth may be done with them as individuals, in small or large informal groups, or in organized groups such as a 4-H Club. The "program of work" is to include, at the end, an exhibit or display of work done or a project tour to see the projects.

The Program Aide Agrees:

1. To work under the direction of the County Extension Agents in carrying out a "program of youth work."

2. To make certain reports on the work done.

3. That he will be doing this as a community service as a member of the community, and not as an appointee or employee of the Agricultural Extension Service.

The Extension Service Agrees:

1. To pay the program aide a contracted sum of $_____ for doing a complete "program of work." At the end of the first month after the "program" has started, as determined by the Extension Agents, one half of the money will be paid. The other half will be paid on the completion of the program of work including a satisfactory exhibit, or display of projects, or a project tour.

2. To provide information materials such as project leaflets and workbooks for each youth and for the program aide.

3. To provide certain materials for use by the aide in giving demonstrations, and in making samples, models or examples of the projects to be done.

Approved by: _____ _____

County Agent — Program Aide

_____ _____

County — Date

APPENDIX VII

AGRICULTURAL EXTENSION SERVICE
University of Arkansas Division of Agriculture
and
United States Department of Agriculture, Cooperating

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CERTIFICATION OF PAYMENT

PROGRAM AIDE
SPECIAL YOUTH PROJECT

This is to certify that _____, Program
Name of Program Aide

Aide, Special Youth Project, has completed one half ( ) all ( ) of
Check One

the program of work in _____ and is entitled
Kind of Project Work

to be paid $ _____ in accordance with the agreement.
Amount

_____
Date

_____
County Agent

_____
County

(This certification should be prepared and submitted in duplicate to U. G. Word, Jr., 4-H Club Agent, Special Project, P. O. Box 391, Little Rock, Arkansas.)

X760-2-65

SPECIAL YOUTH PROJECT
CERTIFICATE

This award is presented to

_____

in recognition of the outstanding leadership given to youth participating in the Special Youth Project. This certificate and each Achievement Seal hereafter is given for successful completion of each program of work. This award is authorized by the Agricultural Extension Service, University of Arkansas, and the Federal Extension Service, United States Department of Agriculture.

_____	_____	_____
County	Date	County Extension Agent

1

5

2

6

1. Provide personal models for individual behavior and project models for teaching skills. 2. Consider the economic aspects of project work, especially when working with older youth. 3. Involve the total family—even medication for Impetigo. 4. Provide some experiences outside the home and community situation—such as camping, picnics, tours, field trips, etc. 5. Provide a way to overcome major obstacles—a place to meet and a way to get there. 6. Provide learning experiences which are meaningful and fit into the needs of youth. 7. Provide relatively close personal relationship with the youth. 8. Be sensitive to the needs of the individual—personal help, encouragement and counsel is often necessary.

3

7

4

8

SPECIAL YOUTH PROJECT MATERIALS

Educational information available on the Special Youth Project study include:

*MP 94: "Reaching the Unreached"
*MP 102: "Leadership for Reaching the Unreached"
*MP 103: "Camping for the Unreached"
**Movie: "Start Where They Are" (fifteen minutes)
***Project Literature:

Subject Area	No. Units	Subject Area	No. Units
Clothing-Grooming	Eleven	Health	Four
Electricity	Six	Home Improvement	One
Foods	Seven	Home Management	Ten
Gardening	One	Recreation Camping	Five
Handicrafts	Three	Woodworking	Seven

*Single copies may be requested without charge from the Arkansas Agricultural Extension Service. Requests should be mailed to the address listed below.

**Preview copy may be obtained from the Federal Extension Service, U.S.D.A., Washington, D.C.

***Project units up to 60 copies may be requested without charge. Larger orders may be purchased at the cost of five cents per copy including handling and shipping costs. Orders should be mailed to Extension Executive Assistant, P. O. Box 391, Little Rock, Arkansas 72203.